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AUTHOR	Nesset, Bonna Christians
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ABSTRACT

Minneapolis Public Schools' Reorganized Junior High School Program completed its third and final year of operation with Title III ESEA funds in June 1974. An additional counselor was hired for each of the schools, Jordan and Marshall-University. A major objective was that the counselor would change from a traditional resource person to more of a team member, program coordinator, and facilitator in creating a positive, student-centered program. Outcome objectives were increased counselor effectiveness, positive student attitudes toward school, and increased parent and student involvement. Questionnaires were administered to teachers, administrative and resource personnel, students, and parents at both schools. At Jordan, teacher contact with counselors increased over all previous years data were available. Counselors had more contact with students in all three years of the project than in the year prior. Nine of ten parents felt involved and satisfied with the program at Jordan. Less than half the students felt involved in school decision-making. At Marshall-University teacher-counselor contacts reported by the 1973-74 team teachers was less than reported by the team teachers in the two previous years, but more than reported by the non-team teachers in the past. Counselor office contact with students was down in 1973-74, but students reported more frequent classroom visits by the counselors. Parent results indicated that parents were generally aware of the program options available, could identify and describe the programs, and felt well informed. (RC)

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ED115695

Minneapolis Public Schools

Reorganized Junior High School Program: Third Year Evaluation 1973-74

A Title III, ESEA Project

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Research and Evaluation Department
Educational Services Division
807 N. E. Broadway
Minneapolis, Minnesota 55413

Minneapolis Public Schools

Reorganized Junior High School Program:
Third Year Evaluation 1973-74

Summary

The Minneapolis Public Schools' Reorganized Junior High School Program completed its third and final year of operation with Title III ESEA funds in June 1974. An additional counselor was hired for each of the two schools in the project, Jordan and Marshall-University. A major procedural objective was that the counselor would change his role from that of a traditional resource person to more of a team member, program coordinator, and facilitator in creating a positive, student-centered program. The outcome objectives of the project were increased counselor effectiveness as viewed by teachers and students, positive student attitudes toward school, and increased parent and student involvement in the school. Questionnaires were administered in the spring of 1974 to teachers, administrative and resource personnel, students, and parents at both schools. 1-2

At Jordan, seventh grade concerns were funneled into the seventh grade office and the two counselors. There were daily team meetings, where the counselor emphasized a positive team approach to students, recommended action for behavior problems, coordinated requests for student support services, and helped organize cooperative teaching projects. Counselors visited each team classroom at least once a week. The counselors held fall workshops to re-establish project objectives and to organize and implement an orientation program for incoming seventh grade students and their parents. 2-3

Teacher contact with counselors in 1973-74 increased over all previous years for which data were available. A greater proportion of the teachers who worked with counselors said they were helpful. Most counselor input was in the area of changed methods of working with individual students, and least input was in the areas of changing curriculum and instructional techniques. 3-13

The counselors had more contact with students in all three years of the project than in the year prior to the project. The frequency of visits in the counselors' office tended to increase slightly over the project years, while the frequency of students' seeing counselors in the hallways or in the classroom, after an initial increase in the first year of the project, decreased over the next two project years but remained higher than before the project years. Student ratings of overall counselor helpfulness increased consistently over the three project years. 15-23

Nine out of ten parents indicated they felt involved and satisfied with the program at Jordan. Less than half the students said they felt involved in school decision-making. 23-24

At Marshall-University, there were four teams: graded seventh, graded eighth, ungraded, and open school. Each counselor met with two teams, and each team met four times a week. The teams used this meeting time to

discuss individual students, to share techniques, to discuss instructional methods, and to plan future activities. The counselor also visited an average of 10 classrooms per week, and the teams averaged two parent conferences per week. The counselors conducted worksops during the summer of 1973 for the staff to plan for the following year, and mini-workshops were held during the 1973-74 school year and in the summer of 1974 to develop plans for necessary changes during the 1974-75 school year. Many changes in programs and staff occurred during the third year which influenced the project at Marshall University. 29-31

The frequency of teacher-counselor contacts reported by the 1973-74 team teachers was less than the frequency reported by the team teachers in the two previous years, but more than the frequency reported by the non-team teachers in the past. All the teachers said they had worked with the counselors in providing information about individual students and participating in conferences concerning students with problems. Least contact with the counselors was in curriculum planning and active participation in the classroom activities and discussions. All the teachers said that, overall, the counselors were helpful. 31-37

Counselor office contact with students was down in 1973-74, but students reported more frequent classroom visits by the counselors. This may indicate that many of the problems were being handled out of the office and before they become official. About eight out of ten students rated their counselor as helpful or very helpful. 38-44

Parent questionnaire results indicated that parents were generally aware of the program options available, could identify and describe the programs, and felt well-informed. Most of the students did not generally feel involved in school decision-making. 45-48

Recommendations for each school are given. 25ff and 48ff

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Table of Contents

	Page
Overview	1
Budget	1
Jordan Component	
Objectives	2
Project Activities	2
Teacher Evaluation of Counselors	3
Administrative and Resources Personnel Evaluation of Counselor Effectiveness	14
Student Perceptions of the Counselors	15
Student Attitudes Toward School and Teachers	23
Parent and Student Involvement	23
Jordan Summary and Recommendations	25
Marshall-University Component	
Objectives	29
Project Activities	29
Teacher Evaluation of Counselors	31
Administrative and Resource Personnel and Non-team Teachers Evaluation of Counselors' Effectiveness	38
Student Perceptions of the Counselors	38
Student Attitudes Toward School and Teachers	45
Parent and Student Involvement	45
Marshall-University Summary and Recommendations	49

List of Tables

Table No.		Page
1	Frequency That Teachers Met With a Counselor and Least One Other Staff Member to Discuss Seventh Grade Program	4
2	Frequency That Counselors Worked with Jordan Teachers in Several Areas as Reported by the Teachers	5
3	Helpfulness of Counselors in Several Areas as Reported by Jordan Teachers Who Worked With the Counselor at Least Once in That Area	6
4	Opinions of Jordan Teachers as to Whether Counselors and Teachers Should Work Together in Several Areas	7
5	Jordan Teachers' Rating of Overall Counselor Helpfulness	8
6	Frequency of Contact and Helpfulness of Counselors as Reported by Jordan Teachers in 1972-73 and 1973-74	9
7	Ratings of Overall Counselor Helpfulness 1972-73 and 1973-74 Jordan Teachers	10
8	Teacher Indications of Changes Made in 1972-73 and 1973-74 as a Result of Meetings with Other Staff Members	11
9	Perceptions of Administrative and Resource Personnel Concerning the Effects of the Program on Students, Staff and Parents	14
10	Amount of Contact Jordan Junior High Seventh Grade Students Had With Their Counselor in 1970-71, 1972-73, and 1973-74	16
11	Percentage of Students in Grade Seven Who Talked With Their Counselor Because They Broke School Rules Jordan Junior High: 1970-71, 1971-72, 1972-73, and 1973-74	17
12	Seventh Grade Students' Description of Student-Counselor Talks About Breaking School Rules at Jordan Junior High: 1970-71, 1971-72, 1972-73, and 1973-74	18
13	Seventh Grade Students' Perceptions of the Counselor's Job at Jordan Junior High: 1970-71, 1971-72, 1972-73, and 1973-74	20
14	Seventh Grade Students' Perceptions of the Counselor at Jordan Junior High: 1970-71, 1971-72, 1972-73, and 1973-74	21
15	Overall Rating of Counselor Helpfulness by Jordan Seventh Grade Students in 1970-71, 1971-72, 1972-73, and 1973-74	23

List of Tables (continued)

Table No		Page
16	Satisfaction with Jordan Junior High as Expressed by Parents of Seventh Grade Jordan Students.	24
17	Frequency That Counselors Worked with Marshall-University Teachers in Several Areas as Reported by the Teachers	32
18	Helpfulness of Counselors in Several Areas as Reported by Marshall-University Teachers Who Worked with the Counselor at Least Once in That Area.	34
19	1973-74, 1972-73 and 1971-72 Opinions of Marshall-University Teachers as to Whether Counselors and Teachers Should Work Together in Several Areas	35
20	Marshall-University Seventh and Eighth Grade Teacher Ratings of Overall Counselor Helpfulness.	36
21	1972-73 and 1973-74 Marshall-University Team Teachers Ratings as to Whether Team Organization Had a Positive Effect on Several Areas	36
22	Perceptions of Administrative and Resource Personnel Concerning the Effects of the Program on Students, Staff, and Parents. . .	39
23	Amount of Contact Marshall-University Seventh and Eighth Grade Students Had With Their Counselor in 1970-71, 1971-72, 1972-73, and 1973-74.	41
24	Marshall-University Seventh and Eighth Grade Students' Perceptions of Their Counselor in 1970-71, 1971-72, 1972-73, and 1973-74.	42
25	Overall Rating of Counselor Helpfulness by Marshall-University Seventh and Eighth Grade Students in 1970-71, 1971-72, 1972-73, and 1973-74.	44
26	Team Students' Opinions of the Team Organization.	45
27	Marshall-University Eighth Grade Students' Attitudes Toward Various Aspects of School.	46
28	Parent Satisfaction With Amount of Parent Involvement in Planning and Decision-Making.	47
29	Parents' Perceived Level of Information About Various Aspects of Marshall-University.	47
30	Percent of Parents Agreeing That They Felt Welcome and Free to Talk to the Principal or Teachers at Marshall-University . .	48

Reorganized Junior High School Program:
Third Year Evaluation 1973-74

The Minneapolis Public Schools' Reorganized Junior High School Program completed its third and final year of operation with Title III ESEA funds in June 1974. Plans call for the program to be continued with local funds for 1974-75.

The long-range goals of the program were to improve the teaching-learning capacity of the junior high school, to utilize the expertise of all school personnel to their fullest potential, to improve the quality of urban education through focussing attention on the needs of students, and to improve school attitudes, the learning atmosphere and working relationships for students, teachers, counselors and parents.

In working toward these general goals, the counselor's role was to change from that of a traditional resource person to more of a team member, program coordinator, and facilitator.

An additional counselor was hired at each of the two Minneapolis junior high schools in the project, Jordan and Marshall-University. Since the program operated differently at the two schools, each component will be discussed separately.

A complete description of the programs' inception and first two years of operation can be found in the 1971-72 and the 1972-73 evaluation reports.[1] The 1973-74 report follows the same general format as the previous evaluation so the interested reader can more readily compare results across years. In addition, previous years' results are included in the tables presented in this report.

Title III of the Elementary and Secondary Education Act of 1965 provided $31,365 for the Reorganized Junior High Program for the 1973-74 school year.

Item	Budgeted Amount
Two counselors' salaries	$25,512
Dissemination	900
Materials	185
Audit	600
Fringe benefits on salaries	3,061
Indirect costs	1,107
	$31,365

[1] Johnson, Lary. Reorganized Junior High Program: An Evaluation 1971-72. Minneapolis: Minneapolis Public Schools, September 1972. Johnson, Lary. Reorganized Junior High Program: Second Year Evaluation 1972-73. Minneapolis: Minneapolis Public Schools, August 1972.

The Minneapolis Public Schools provided the following funds or services as a local commitment to the project.

Item	Budgeted Amount
Director's salary (5%)	$1,500
Clerical	3,183
Evaluation	1,800
Two counselors' salaries	7,563
Social worker's salary	5,568
Staff development	6,500
Dissemination	300
Materials	318
	$26,732

Jordan Component

Objectives

The following objectives were listed in the project proposal for Jordan Junior High School:

1. During the third project year the role of the counselor will continue to change from that of a traditional resource person to that of a team member with responsibilities for coordination and implementation. The counselor will show a measurable increase in effectiveness as a counselor, team member, coordinator and implementer as measured by the Student Evaluation of Counselor Helpfulness and the Teacher Evaluation of Counselor Helpfulness.

2. At the end of the third project year, the students involved in the program will respond positively to the counselors, teachers and school as measured by an attitude questionnaire and by observed stronger working relationships among students and faculty.

3. By the end of the third project year there will be increased student and parent interest in program development as measured by increased participation in workshops, meetings, and planning sessions.

Project Activities

During the 1973-74 school year the two counselors at Jordan worked closely with the 43 teachers, 9 professional support personnel and several clerks and aides that made up the Seventh Grade House. This year, an assistant principal assumed more responsibility for the usual administrative role in the area of student behavior which had belonged entirely to the counselors during the first two years of the project.

The seventh grade population increased from 320 pupils in 1972-73 to 435 in 1973-74. Due to the implementation of a court order for desegregation, the minority percentage increased from 12% in 1972-73 to 42% in 1973-74. Each counselor's load increased from 160 to over 215 students.

The teacher-counselor team consisted of two English teachers, two social studies teachers, one math teacher, the two counselors, and, on occasion, the social worker during 1972-73. The 1973-74 school year found the total teacher-counselor team tripling, and the teams that met weekly consisted of four English teachers, four social studies teachers, four math teachers, two science teachers, two art teachers, five special education teachers, the social worker, the assistant principal, and the two counselors. The teams were organized more or less along departmental lines, depending upon which teachers had common preparation times.

There were daily team meetings to implement the project objectives. The counselors report that at these meetings they assumed a leadership role in developing a positive team approach to students, recommending action for behavior problems, coordinating requests for student support services and considering cooperative teaching projects.

In the fall of 1973, the counselors and a core group of the seventh grade staff were involved in a workshop, part of which was concerned with re-establishing the goals and objectives for the project.

During the remainder of the workshop, the counselors and seventh grade teachers organized and initiated an orientation program for incoming seventh grade students and their parents. According to the counselors, the team contacted approximately 95% of these students' homes and arranged for individual or small group visits to the school. Over 80% of these parents and students visited with staff members before school started. A log of these and other parent contacts was kept by the counselors and used in evaluating and developing the project.

Throughout the project year, the counselors visited each team classroom at least once a week to observe students, monitor progress, and support teachers in their progress toward project goals. Records of these visits were posted in the seventh grade office.

Teacher Evaluation of Counselors

Thirty-six of the 43 teachers who had at least one seventh grade class completed the Teacher Evaluation of Counselor Helpfulness at the end of the 1973-74 school year for a return rate of 84%. Comparative figures from the end of the 1972-73 school year,

the 1971-72 school year, and for the year prior to the project are presented, when available, in Tables 1-8. The 1970-71 data were collected in September 1971.

Table 1 indicates that the frequency of teacher-counselor contact increased in 1973-74 over 1972-73. While fewer than one-third of the 1972-73 teachers said they met with a counselor and at least one other staff member to discuss the seventh grade program once a week or more, almost two-thirds of the 1973-74 teachers met this frequently.[2]

[1]

Frequency That Teachers [illegible] a Counselor and at Least One Other Staff Member to Discuss Seventh Grade Program

Frequency of Meetings	N		%	
	1972-73	1973-74	1972-73	1973-74
Three times or more a week	1	4	2%	11%
Once or twice a week	10	19	28	53
Once or twice a month	4	8	11	22
Once or twice during the year	15	4	42	11
Never	6	1	17	3
	36	36	100	100

Compared with previous years, the frequency of teacher-counselor contacts was greater for all eight of the areas listed for consideration in the questionnaire (Table 2). About 70% or more of the 1973-74 teachers said they had five or more contacts with the counselors in the following areas: provided information about individual students, provided a resource for referral of students who need d special help, offered suggestions that helped cope with students who were not adjusting to class, observed the classroom, and participated with teachers in conferences concerning students with problems.

The two areas of teacher-counselor contact least frequently cited by teachers were developing appropriate classroom atmosphere and planning curriculum to meet the needs of students. Only nine people said they had seen the counselor more than five times during the year to deal with either of these topics. On the other hand, all the teachers said the counselors had provided information about individual students and had observed the classroom.

[2] Some of the increased frequency of contact for 1973-74 over 1972-73 may be due to the fact that the return rate in 1972-73 was 100%. Those seven teachers who did not return questionnaires in 1973-74 may have been those teachers who had fewer contacts with the counselors.

Table 2

Frequency That Counselors Worked with Jordan Teachers in Several Areas as Reported by the Teachers

(1970-71, N=27; 1971-72, N=29; 1972-73, N=36; 1973-74, N=36)[a]

Area The Counselor:	Year	More than Ten Times		5-10 Times		Once or Twice		Never	
		N	%	N	%	N	%	N	%
1. Provided information about individual students	1970-71	7	26	12	44	7	26	1	4
	1971-72	18	62	10	34	1	4	0	0
	1972-73	14	40	15	43	6	17	0	0
	1973-74	25	69	9	25	2	6	0	0
2. Provided a resource for referral of students who needed special help	1970-71	2	7	4	15	18	67	3	11
	1971-72	6	21	9	32	8	29	5	18
	1972-73	7	21	10	29	14	41	3	8
	1973-74	12	34	13	37	8	23	2	6
3. Offered suggestions that helped me cope with students who were not adjusting to class	1970-71	0	0	11	41	13	48	3	11
	1971-72	6	21	12	41	10	34	1	3
	1972-73	8	23	12	34	13	37	2	6
	1973-74	13	37	11	31	9	26	2	6
4. Observed the classroom	1970-71	0	0	2	8	8	32	15	60
	1971-72	16	55	12	41	1	3	0	0
	1972-73	15	43	13	37	6	17	1	3
	1973-74	22	63	9	26	4	11	0	0
5. Actively participated in classroom activities and group discussions	1970-71	0	0	0	0	6	24	19	76
	1971-72	0	0	4	14	14	48	11	38
	1972-73	0	0	6	17	14	40	15	43
	1973-74	3	9	9	26	9	26	13	38
6. Participated with teachers in conferences concerning students with problems	1970-71	2	8	11	42	12	46	1	4
	1971-72	7	24	14	48	7	24	1	3
	1972-73	7	20	10	29	12	34	6	17
	1973-74	18	53	10	29	5	15	1	3
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	1970-71	0	0	0	0	5	23	17	77
	1971-72	0	0	3	11	12	43	13	46
	1972-73	0	0	2	6	12	35	20	59
	1973-74	3	9	6	18	14	42	10	30
8. Suggested or cooperatively planned curriculum to meet the needs of students	1970-71	1	4	3	13	3	13	17	71
	1971-72	0	0	2	7	8	28	19	66
	1972-73	1	3	4	11	7	20	23	66
	1973-74	3	8	6	18	10	29	15	44

[a]Some teachers did not respond to all areas; therefore, Ns will not always equal 27, 29, 36, and 36.

Most of the 1973-74 teachers who worked with the counselors in the eight areas indicated that the counselors were helpful in each area (Table 3). As in the first two years of the project, the counselors were seen as most helpful in the more traditional areas -- providing information about students, providing a referral resource for special situations, offering suggestions on how to cope with students having adjustment problems, and participating in case conferences. However, results for 1973-74 were more favorable than for any of the previous three years.

More than seven out of ten teachers said that teachers and counselors should work together in each of the eight areas (Table 4). Fewer teachers agreed that counselors and teachers should work together in the area of curriculum planning than in any other area. Twenty-nine percent of the teachers who expressed an opinion said that teachers and counselors should not work together to cooperatively plan curriculum.

Table 3

Helpfulness of Counselors in Several Areas as Reported by Jordan Teachers Who Worked With the Counselor at Least Once in That Area (1970-71, N=27; 1971-72, N=29; 1972-73, N=36; 1973-74, N=36)[a]

Area The Counselor:	Year	Number of Teachers Who Worked With Counselor N	%	Very Helpful N	%	Somewhat Helpful N	%	No Help N	%
1. Provided information about individual students	1970-71	26	96	11	42	14	54	1	4
	1971-72	29	100	16	57	12	43	0	0
	1972-73	35	100	21	60	14	40	0	0
	1973-74	36	100	25	71	10	29	0	0
2. Provided a resource for referral of students who needed special help	1970-71	24	89	4	17	15	65	4	17
	1971-72	23	82	9	39	14	61	0	0
	1972-73	31	92	15	48	16	52	0	0
	1973-74	33	94	25	76	8	24	0	0
3. Offered suggestions that helped me cope with students who were not adjusting to class	1970-71	24	89	3	13	18	75	3	13
	1971-72	28	97	14	50	13	46	1	4
	1972-73	33	94	14	42	18	55	1	3
	1973-74	33	94	20	61	11	33	2	6
4. Observed the classroom	1970-71	10	40	1	11	4	44	4	44
	1971-72	29	100	5	17	17	59	7	24
	1972-73	34	97	7	21	19	56	8	24
	1973-74	35	100	13	39	16	48	4	12
5. Actively participated in classroom activities and group discussions	1970-71	6	24	3	50	2	33	1	17
	1971-72	18	62	6	35	9	53	2	12
	1972-73	20	57	7	35	8	40	5	25
	1973-74	21	61	10	48	11	52	0	0
6. Participated with teachers in conferences concerning students with problems	1970-71	25	96	10	40	14	56	1	4
	1971-72	28	97	16	57	12	43	0	0
	1972-73	29	83	17	59	12	41	0	0
	1973-74	34	97	26	76	7	21	1	3
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	1970-71	5	23	1	20	3	60	1	20
	1971-72	15	54	2	14	11	79	1	7
	1972-73	14	41	3	21	9	64	2	14
	1973-74	23	69	7	32	13	59	2	9
8. Suggested or cooperatively planned curriculum to meet the needs of students	1970-71	7	29	1	14	6	86	0	0
	1971-72	10	34	2	20	6	60	2	20
	1972-73	12	34	3	25	8	68	1	8
	1973-74	19	55	7	37	11	58	1	5

[a] In a few cases, teachers did not rate degree of help; helpfulness percentages were calculated on the basis of the number of teachers who rated helpfulness.

Table 4

Opinions of Jordan Teachers as to Whether Counselors and Teachers Should Work Together in Several Areas
(1970-71, N=27; 1971-72, N=29; 1972-73, N=36; 1973-74, N=36)

Area The Counselor Should:	Year	Yes		No		No Answer
		N	%	N	%	N
1. Provide information about individual students	1970-71	26	100	0	0	1
	1971-72	29	100	0	0	0
	1972-73	34	100	0	0	2
	1973-74	35	100	0	0	1
2. Provide a resource for referral of students who need special help	1970-71	26	96	1	4	0
	1971-72	27	100	0	0	2
	1972-73	32	100	0	0	4
	1973-74	33	100	0	0	3
3. Offer suggestions that help me cope with students who are not adjusting to class	1970-71	23	92	2	8	2
	1971-72	29	100	0	0	0
	1972-73	33	100	0	0	3
	1973-74	33	100	0	0	3
4. Observe the classroom	1970-71	16	73	6	27	5
	1971-72	27	93	2	7	0
	1972-73	32	97	1	3	3
	1973-74	33	100	0	0	3
5. Actively participate in classroom activities and group discussions	1970-71	15	71	6	29	6
	1971-72	23	88	3	12	3
	1972-73	23	72	9	28	4
	1973-74	24	86	4	14	8
6. Participate with teachers in conferences concerning students with problems	1970-71	27	100	0	0	0
	1971-72	29	100	0	0	0
	1972-73	32	100	0	0	4
	1973-74	31	97	1	3	4
7. Suggest or cooperatively plan activities and methods to develop appropriate classroom atmosphere	1970-71	15	68	7	32	5
	1971-72	16	76	5	24	8
	1972-73	21	81	5	19	10
	1973-74	21	81	5	19	10
8. Suggest or cooperatively plan curriculum to meet the needs of students	1970-71	18	75	6	25	3
	1971-72	16	70	7	30	6
	1972-73	19	73	7	27	10
	1973-74	20	71	8	29	8

Teachers were asked overall, how they would rate counselor effectiveness. Ratings of counselor effectiveness were considerably higher in 1973-74 than in any of the previous years reported (Table 5). All teachers who responded said that, overall, the counselors were very (78%) or somewhat (22%) helpful to them.

Table 5

Jordan Teachers' Rating of Overall Counselor Helpfulness

	1970-71 N=26 Percent	1971-72 N=29 Percent	1972-73 N=36 Percent	1972-73 N=36 Percent
Very helpful	12%	55%	60%	78%
Somewhat helpful	61	41	29	22
Not very helpful	27	4	11	0
Of no help	0	0	0	0

Table 6 indicates that both in 1972-73 and in 1973-74, the team teachers had more contact with the counselors in all eight areas than did the non-team teachers. However, in 1972-73 the team teachers' helpfulness ratings for specific areas of interaction were generally higher than were the non-team teachers', while this was not the case in 1973-74.

Table 6

Frequency of Contact and Helpfulness of Counselors as Reported by Jordan Teachers in 1972-73 (Team, N=5; Non-Team, N=31) and in 1973-74 (Team, N=23; Non-Team, N=13)[a]

Area	Teacher Group	Worked With Counselor More Than Five Times		Helpfulness					
				Very		Somewhat		No Help	
		1972-73	1973-74	72-73	73-74	72-73	73-74	72-73	73-74
1. Provided information about individual students	Team	100%	100%	80%	74%	20%	22%	0%	0%
	Non-Team	81	85	55	64	45	36	0	0
2. Provided a resource for referral of students who needed special help	Team	80	78	80	77	20	16	0	0
	Non-Team	45	54	41	86	59	14	0	0
3. Offered suggestions that helped me cope with students who were not adjusting to class	Team	80	83	60	74	40	21	0	0
	Non-Team	55	38	39	80	55	20	6	0
4. Observed the classroom	Team	100	96	60	45	40	36	0	9
	Non-Team	77	69	13	22	58	67	29	11
5. Actively participated in classroom activities and group discussions	Team	60	48	40	36	60	55	0	0
	Non-Team	10	15	35	100	35	0	29	0
6. Participated with teachers in conferences concerning students with problems	Team	100	87	100	80	0	10	0	5
	Non-Team	42	62	48	75	52	25	0	0
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	Team	20	35	0	38	75	38	25	0
	Non-Team	3	8	29	100	52	0	19	0
8. Suggested or cooperatively planned curriculum to meet the needs of students	Team	20	35	0	38	75	50	25	0
	Non-Team	17	8	26	100	74	0	0	0

[a]Some percentages do not add to 100 because some respondents did not respond to all the questions about counselor helpfulness.

The team teachers rated the counselors' overall helpfulness higher than did the non-team teachers in both the 1972-73 and the 1973-74 school years (Table 7). About nine out of ten team teachers and just over half the non-team teachers said overall, the counselors were very helpful in 1973-74. It should be noted that 14% of the responding teachers identified themselves as team members in 1972-73, while 64% identified themselves as team members in 1973-74.

Table 7

Ratings of Overall Counselor Helpfulness
by 1972-73 and 1973-74 Jordan Teachers

	Team Teachers		NonTeam Teachers	
	1972-73 N=5	1973-74 N=23	1972-73 N=31	1973-74 N=13
Very helpful	100%	91%	55%	55%
Somewhat helpful	0	9	32	46
Not very helpful	0	0	13	0
Of no help	0	0	0	0

The majority of the teachers indicated that, as a result of meetings with other staff members, they had made changes in content of seventh grade curriculum, instructional techniques, classroom management, methods of working with individual students, and student evaluation procedures (Table 8). About two-thirds of the respondents said counselors contributed to changes made in classroom management, and about three-fourths said counselors contributed to changes made in student evaluation procedures. The most frequently noted counselor impact (83%) was in contributing to changes made in methods of working with individual students. The impact of the counselors in contributing to changes in the other two areas--content of seventh grade curriculum and instructional techniques--increased in 1973-74.

Table 8

Teacher Indications of Changes Made in 1972-73 and 1973-74 as a Result of Meetings with Other Staff Members

	Was Change Made? Percent Yes		Did Counselor Contribute Percent Yes	
	1972-73	1973-74	1972-73	1973-74
Content of seventh grade curriculum	37%	62%	23%	41%
Instructional techniques	43	56	33	42
Classroom management	47	73	75	64
Methods of working with individual students	68	88	74	83
Student evaluation procedures	60	82	95	76

Twenty-seven teachers responded to an open-ended request for their perceptions of the strengths of the seventh grade counseling program. Twenty-three teachers responded to a request for suggestions for improving the program. Their responses are listed below.

Strengths:

- Able to become better acquainted with students and identify problems more easily
- The team works well with the rest of the staff. Because 7th graders need the the assistance of counselors so frequently, it is very good to have two counselors to share the very heavy load. The students benefit from this a great deal
- The addition of an assistant principal so the counselors can counsel exclusively
- Brings ratio (student-counselor) down - gives staff cohesiveness
- Counselors were always available and willing to help in any way possible
- Support and information in regard to individual students
- 1. Less students per counselor 2. More time to work with students
- To be there when the students need them, sort of as a confidenté, and also to help them feel secure in the transition from Elem. to Jr. Hi.
- Having two counselors available, makes it a lot easier for the child to see his or her counselor. Both men are very very capable at working with children and staff. They offer assistance if assistance is asked for or needed.
- Availability of the counselors
- Work with teachers to: a) find alternate programs for students if needed. b) deal more effectively with special students. c) coordinate home contact in unusual cases. d) coordinate group conferences on students with special problems
- Aid to a teacher that needs help with all forms of student problems

- With the middle class pseudo-intellectual (with virgin ears) teachers at Jordan, the counselors are absolutely necessary. The counselors are the only ones that can offer understanding and show some love
- The availability of the counselors - always there when needed
- 1) Usually somebody available to give support immediately! 2) Helps to coordinate the working together, as a cohesive unit, the seventh grade staff
- The counselors work together so well with the 7th grade administrator. They assume many administrative tasks with students, thus allowing quicker action in a teacher-student problem. They are involved in all 7th grade work committees, i.e., orientation committee, report card committee, scheduling committee, and thus are a central source of information and coordination. They schedule themselves to have frequent contact with all 7th grade teachers, thus making it easier for teachers to bring up problems and find out what solutions were worked out. Moreover, the counselors work extra hard to make sure the students know who they and where they can come for help. The 7th grade counseling program is the heart of our 7th grade house system. Its tremendous success over the eighth grade house is due, in my opinion, to the strong leadership and involvement of the counselors.
- The counselors were right in the middle of the whole program and helping to make things run smooth instead of hiding out in their office. They know what individual students are up to before the teachers do.
- Each counselor has the chance to "get at" student and teacher problems
- Always available to discuss problems and strengths of students
- 1. they know the kids and are better able to serve their needs because there are two of them - 2. they don't sit in their office all day, they are out "in the real world" and actually see the kids - 3. they seem to serve both teachers and students to the best of their ability - 4. they seem genuinely interested in both students and teachers needs, concerns, etc. - 5. I have only positive feelings - 6. always act right away on problem
- Frequent classroom contacts made it possible for counselor to know <u>all</u> students on his list (2 counselors mean a smaller group with which each must deal) Counselors were also available to fill in for teachers, when needed, and were a tremendous resource to teachers (and other supportive staff) by supplying "extra" information for formal informed case conferences and staffings
- I felt that the seventh grade counselors have been a great help this year. Without them a lot of problems may have existed that could not be solved
- Excellent counseling - immediate feed-back on situations - stability with students that is very visible
- Their relationship with students.
- Availability when help was needed
- We need this type of resource for our teachers as well as students - especially in this type of school
- Willingness to discuss problems with students, counsel students - work closely with teachers concerning student problems

Suggested Improvements:

- Allow counselors to have fewer students so that they have more time to work with individual students - spend more time in class rm. settings - to observe students class rm. behavior
- Just have the second counselor remain
- None - continue as is
- Continue as is - it's great!
- None - have same people next year
- Retain two for next year in 7th grade
- Just keep it going!
- Make sure that the ratio between counselor and students is kept at present level or decreased
- I am not knowledgeable enough in the field of counseling so I am not able to do so
- They do an excellent job
- Continue it
- They do okay
- Keep the 2 counselors
- Keep the counselors on the teaching staff, let them work with the teachers of the same grade
- I believe it is working well now - our counselors served well on #39 items above, and also to: coordinate 6th G pupils visiting Jordan
- More help in development and implementation of curriculum
- None (keep the 2 counselors in the seventh grade)
- Add another counselor or get rid of most the faculty. Since you can't get rid of most of the faculty you better just keep the present system since you're not going to get another counselor
- Continue the program, as is
- More available when needed
- They need more room and aides to have a room for current prob. children to be in until the current prob. can be worked out
- Having a longer block of time for curriculum planning would be helpful. This could be done with release time or perhaps before school starts in the fall
- None - we're growing

Administrative and Resource Personnel Evaluation of Counselor Effectiveness

A questionnaire was distributed to the administrative and resource personnel in May of 1974 to obtain their perceptions of the program's effects on students, staff, and parents (Table 9). Questionnaires were returned by five of the nine people who received them, including the principal, assistant principal, school social worker, administrative assistant, and librarian. At least four out of five respondents said the program had a favorable effect on students in the following areas: school spirit, incidence of discipline problems, awareness of interdisciplinary continuity, more flexible use of time, concern for other students, opportunity for individual recognition by staff, and student staff relationships. At least four out of five said the staff was favorably affected in terms of team self-directedness, staff morale, and interdepartmental cooperation and specialization. All of the respondents said they favored continuing the counselor role as it existed in 1973-74, and four out of five said the program had a favorable effect on parents' general attitude toward the school.

Table 9

Perceptions of Administrative and Resource Personnel Concerning
The Effects of the Program on Students, Staff and Parents
N=5

	Effect of Program		
Students	Favorable	No Effect	Unfavorable
School spirit	80%	20%	0%
Number of discipline problems	100	0	0
Awareness of interdisciplinary continuity	80	20	0
Exposure to innovative subject matter	60	40	0
Student Staff Relationships	80	20	0
Concern for other students	80	20	0
Opportunity for individual recognition by staff	100	0	0

Table 9 (continued)

Staff	Favorable	No Effect	Unfavorable
Team self-directedness	100%	0%	0%
Staff morale	80	20	0
Inter-departmental cooperation	80	20	0
Intra-departmental specialization	80	20	0
Work load	75	25	0
Parents			
General attitude toward this school	80	20	0
Involvement in planning students' programs	60	20	20
Involvement in school functions (attending meetings, volunteering, etc.)	60	20	20

Do you favor continuing the counselor role as it existed this year?	Yes	No
	100%	0%

Student Perceptions of the Counselors

In May of 1974 76% of the seventh grade students completed The Student Evaluation of Counselor Helpfulness, a questionnaire that measured the kinds of contacts students had with their counselor, student perceptions of the counselor's job, and student perceptions of the counselor as a person. The same questionnaire was completed by the 1972-73 and the 1971-72 seventh graders at the end of the first and second years of the project and by eighth graders (1970-71 seventh graders) in September of 1971.

Student contact with counselors. In all three years of the project the students had more talks with their counselor in his office than in the year prior to the project (Table 10). The counselors were also more visible to students outside their office during the three project years than in 1970-71. However, the percentage of students who indicated they had seen their counselor in the school hallways almost every day declined from 93% in the first year of the project to 86% in the second year to 74% in the third year. The increase of over 100 students in the third year seventh grade

Table 10

Amount of Contact Jordan Junior High Seventh Grade Students Had With Their Counselor in 1970-71, 1971-72, 1972-73, and 1973-74

Question	Response	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent	1973-74 N=329 Percent
How often have you talked with your counselor in his office this year?	Never	26%	16%	15%	14%
	One time	22	23	19	19
	2-5 times	35	37	43	43
	More than 5	17	25	23	24
Did you ever go to the counselor's office on your own...that is, when you were not sent or asked to come to his office?	Yes	49	49	52	60
	No	51	51	48	40
How often have you seen your counselor in the school hallways this year?	Almost every day	50	93	86	74
	About once a week	31	5	9	16
	About once a month	9	1	2	4
	Once or twice a year	6	1	1	4
	Never	5	0	1	2
How often has your counselor visited your classroom this year?	Almost every day	1	45	27	7
	About once a week	19	44	54	46
	About once a month	27	8	13	28
	Once or twice a year	34	2	4	15
	Never	19	1	1	4

population might help explain the drop in visibility for 1973-74, since, in effect, there were 36% more seventh graders for the counselors to be seen by.

Similarly, the number of counselor visits to classrooms reported by the students declined through the three years of the project, although classroom visits were much more frequently noted by students during the project years than before.

Sixty percent of the students said they had gone to the counselor's office on their own, that is, when they were not sent or asked to go. This was an increase over the first two years of the project and the year prior to the project.

More students in all three project years (about 35%) than in the year before the project said that they talked with their counselor because they had broken school rules (Table 11). This increase was expected during the first two years because of the counselors' assumption of the responsibility for handling all student behavior situations. In 1973-74, an assistant principal was delegated some of this responsibility, and the incidence of counselors' handling of behavior problems might have been expected to decrease. However, the increase in the seventh grade population by over one-third in the first year of desegregating the school may also have had an effect on increasing these figures since students from many diverse backgrounds, rather than from a relatively homogeneous neighborhood group (as before), made up the 1973-74 seventh grade population.

Table 11

Percentage of Students in Grade Seven Who Talked With Their Counselor Because They Broke School Rules Jordan Junior High: 1970-71, 1971-72, 1972-73, and 1973-74

Question	Response	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent	1973-74 N=329 Percent
Have you ever talked with your counselor because you've broken the school rules?	Never	85%	64%	65%	64%
	One time	6	13	21	20
	2-5 times	7	12	9	12
	More than 5	2	11	5	3

Students' descriptions of their talks with the counselors about breaking school rules were different in each of the four years (Table 12). Compared with the year prior to the project, more students in the first year (1971-72) said they were "bawled out" or suspended, but they also more frequently said their talks were constructive. During the second year (1972-73) a smaller percentage of students described their talks about breaking rules as either disciplinary or as constructive. By the third year (1973-74) there was a slight rise over 1972-73 in disciplinary talks, but a substantial increase in the percentage of students noting talks of a constructive nature. About two-thirds or more of the 1973-74 students said "the counselor was interested in hearing what I had to say," "together we tried to figure out a way for me to stay out of trouble," and "I found out it was up to me if I was going to stay out of trouble."

Table 12

Seventh Grade Students' Description of Student-Counselor Talks About Breaking School Rules at Jordan Junior High: 1970-71, 1971-72, 1972-73, and 1973-74

Check any of the following that describes your talks with the counselor about breaking school rules	1970-71 N=51 Percent	1971-72 N=105 Percent	1972-73 N=82 Percent	1973-74 N=115 Percent
I was bawled out	18%	35%	7%	13%
The counselor was interested in hearing what I had to say	59	69	40	71
I was afraid when I left the counselor's office	8	11	5	8
Together we tried to figure out a way for me to stay out of trouble	20	70	41	67
I found out it was up to me if I was going to stay out of trouble	49	69	39	64
We had a nice talk about why I broke the rules	39	50	35	49
I was suspended	4	35	16	29

During the third year of the project (1973-74) there was a noteworthy drop from the two previous years in the percentage of students who said it was the counselor's job to discipline or suspend students when they're in trouble (Table 13). The most frequently endorsed job for the counselor was to help students get along with other students. This activity was seen as part of the counselor's job by a greater percentage of the students (82-85%) during the three years of the project than during the year before the project (73%).

Student perceptions of the counselor as a person. Students responded to 19 items concerning the relationship they had with their counselor and how they perceived him as a person (Table 14). The items were categorized into six groups based on judgment of similar content: understanding, interest-concern, liking, control-manipulation, congruence, and approach.

The majority of the students expressed favorable attitudes toward their counselor and the counseling relationship. First year results showed that 1971-72 students had less favorable attitudes toward their counselor and the counseling relationship than did 1970-71 students. Seventh graders in the second year of the project (1972-73) viewed their counselors more favorably than did 1971-72 students, but not quite as well as did students in the year prior to the project. Third year students' (1973-74) responses were very similar to those in the second year (1972-73), but somewhat more favorable in four areas: 79% of the third year students compared with 74% of the second year students said their counselor understood them; 59% of the third year students compared with 47% of the second year students said they felt comfortable talking with the counselor about themselves; 74% of the third year students compared with 69% of the second year students said they liked talking with their counselor; and 80% of the third year students compared with 69% of the second year students disagreed that they were afraid to go to the counselor when they were in trouble in school. More (39%) of the third year students than second year students (31%) said the counselor liked to tell people what to do.

Overall student ratings of counselor helpfulness. Overall ratings of counselor helpfulness increased consistently over the four years (Table 15). In addition, the percentage of students who said they didn't know how helpful their counselor was declined. In 1973-74, more than eight out of ten students said their counselor was either very helpful to students (52%) or sometimes helpful to students (30%). Fourteen percent said they didn't know, and 3% said the counselor was of no help.

Table 13

Seventh Grade Students' Perceptions of the Counselor's Job at Jordan Junior High: 1970-71, 1971-72, 1972-73, and 1973-74

Are the following activities part of the counselor's job?	Response	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent	1973-74 N=329 Percent
Helps students get along with other students	Yes	73%	82%	85%	85%
	No	8	9	8	7
	Don't know	19	10	7	9
Helps students plan and select their classes	Yes	54	52	64	61
	No	20	25	20	19
	Don't know	25	23	16	20
Disciplines students when they're in trouble	Yes	21	54	38	33
	No	51	29	34	41
	Don't know	27	17	28	26
Helps students understand themselves	Yes	70	68	67	67
	No	9	16	13	16
	Don't know	21	16	20	17
Helps students improve their schoolwork	Yes	50	49	51	53
	No	24	27	23	22
	Don't know	26	24	26	25
Helps teachers grade the students	Yes	9	13	14	19
	No	58	58	45	45
	Don't know	34	29	41	35
Suspends students when they're in trouble	Yes	19	52	55	39
	No	45	26	18	33
	Don't know	36	22	27	28
Helps students who have personal and social concerns such as feeling left out, shyness, trouble with family...	Yes	60	54	51	53
	No	14	24	17	20
	Don't know	25	22	32	27
Helps students get along with teachers	Yes	68	68	77	71
	No	9	19	10	12
	Don't know	22	13	13	18

Table 14

Seventh Grade Students' Perceptions of the Counselor at Jordan Junior High: 1970-71, 1971-72, 1972-73, and 1973-74

	Response	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent	1973-74 N=329 Percent
Understanding					
He tries to see things the way I do and to understand how I feel	Strongly Agree	23%	21%	29%	23%
	Agree	63	50	57	59
	Disagree	12	15	10	13
	Strongly Disagree	2	15	4	5
He understands me	Strongly Agree	21	15	20	17
	Agree	61	49	54	62
	Disagree	12	24	16	18
	Strongly Disagree	6	11	10	4
Interest-Concern					
He is interested in knowing how I look at things	Strongly Agree	16%	19%	21%	18%
	Agree	67	55	62	63
	Disagree	14	16	13	14
	Strongly Disagree	3	10	4	4
He hurries me through when I talk with him	Strongly Agree	5	12	7	3
	Agree	9	13	10	15
	Disagree	58	52	50	59
	Strongly Disagree	27	23	33	22
I often feel that he has more important things to do when I am talking to him	Strongly Agree	5	17	13	12
	Agree	24	28	26	28
	Disagree	45	41	39	46
	Strongly Disagree	25	14	22	14
Liking					
He doesn't seem to like me very much	Strongly Agree	3%	13%	5%	4%
	Agree	6	19	12	13
	Disagree	61	45	49	58
	Strongly Disagree	31	23	34	26
I feel comfortable talking with the counselor about myself	Strongly Agree	15	9	15	16
	Agree	45	33	32	43
	Disagree	31	34	35	27
	Strongly Disagree	9	23	18	14
He is friendly toward me	Strongly Agree	31	20	31	24
	Agree	63	58	57	64
	Disagree	4	13	7	10
	Strongly Disagree	3	10	5	2
I like talking with my counselor	Strongly Agree	22	13	18	20
	Agree	58	43	51	54
	Disagree	15	22	23	19
	Strongly Disagree	5	23	9	7

Table 14 (continued)

		1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent	1973-74 N=329 Percent
Control-Manipulative					
He likes to tell people what to do	Strongly Agree	4%	17%	9%	9%
	Agree	22	30	22	30
	Disagree	56	41	53	48
	Strongly Disagree	18	12	16	13
He tells his opinions more than I want to know them	Strongly Agree	5	18	10	12
	Agree	23	27	27	26
	Disagree	62	45	50	51
	Strongly Disagree	10	11	12	11
He always gives me a chance to explain my side of things	Strongly Agree	25	23	34	29
	Agree	62	56	55	61
	Disagree	8	12	8	7
	Strongly Disagree	4	9	4	3
He usually tells me what I should do rather than letting me decide for myself	Strongly Agree	6	17	13	9
	Agree	26	21	28	28
	Disagree	54	47	39	49
	Strongly Disagree	14	15	21	14
He tries to get me to be responsible for what I do	Strongly Agree	10	16	19	15
	Agree	56	49	50	55
	Disagree	29	27	21	25
	Strongly Disagree	5	8	10	5
Congruence					
It is hard for me to know what he is really like as a person	Strongly Agree	8%	13%	13%	8%
	Agree	39	42	36	40
	Disagree	42	37	39	43
	Strongly Disagree	11	8	12	9
I feel that he is honest with me; he says what he <u>really</u> thinks or feels	Strongly Agree	21	22	32	24
	Agree	64	52	54	58
	Disagree	12	17	9	13
	Strongly Disagree	3	9	6	4
Approach					
I am afraid to go to the counselor when I am in trouble in school	Strongly Agree	6%	9%	7%	8%
	Agree	15	21	24	13
	Disagree	54	45	47	52
	Strongly Disagree	25	25	22	28
I would go to the counselor on my own if I needed help	Strongly Agree	32	27	29	32
	Agree	55	50	53	53
	Disagree	8	14	13	12
	Strongly Disagree	4	9	5	3
Being called to the counselor probably means I have done something wrong	Strongly Agree	5	16	11	7
	Agree	20	25	22	24
	Disagree	54	45	42	49
	Strongly Disagree	21	15	25	19

Table 15

Overall Rating of Counselor Helpfulness by Jordan Seventh Grade Students in 1970-71, 1971-72, 1972-73, and 1973-74

	1970-71 N=337 Percent	1971-72 N=298 Percent	1972-73 N=239 Percent	1973-74 N=329 Percent
Very helpful to students	45%	37%	46%	52%
Sometimes helpful to students	26	37	33	30
Of no help to students	2	3	4	3
More harmful than helpful to students	2	5	-	-
I don't know	25	18	16	14

Student Attitudes Toward School and Teachers.

As part of a city-wide assessment of seventh grade students' attitudes toward school, the Jordan seventh graders completed the Student Opinion Questionnaire in May 1974. The 93-item questionnaire measures student attitudes in several school-related areas, including liking of school, interest in learning, self-concept as a learner, and attitudes toward teachers. Results will be available in the fall of 1974.

Parent and Student Involvement

In the spring of 1974, interviewers visited a sample of Jordan parents. The purpose of the interviews was to determine parents' feelings about the educational program at Jordan.[3] The seventh grade parents interviewed comprised about 10% of the total parent population for two groups: 20 parents of seventh grade black students who attended Hay or Willard elementary schools, and 33 parents of seventh grade white students who attended Bremer, Cleveland, Lowell, or Penn elementary schools. Some of the questions asked in these interviews are relevant to the Reorganized Junior High School Program, since they pertain to parents' perception of their child's adjustment to junior high school or to their own involvement in the school.

Ninety-six percent of the seventh grade parents interviewed said that, overall, they were satisfied or very satisfied with Jordan Junior High (Table 16). About nine out of ten said they were satisfied or very satisfied with the way their child had been treated by the school staff and with how well their child was getting along with other students. About nine out of ten also said that they felt the staff was

[3] Johnson, Lary. A Survey of Parents of Students at Jordan Junior High School. Minneapolis Public Schools, August 1974.

interested in knowing how parents felt about school and that they knew who to call at Jordan if they had any questions.

Table 16

Satisfaction with Jordan Junior High as Expressed by Parents of Seventh Grade Jordan Students

Question	Response	7th Grade Parents N=33
Are you satisfied with the way your child has been treated by the school staff at Jordan this year?	Very Satisfied	30%
	Satisfied	59
	Dissatisfied	9
	Very Dissatisfied	2
Are you satisfied with how well your child is getting along with other students at Jordan this year?	Very Satisfied	13
	Satisfied	83
	Dissatisfied	4
	Very Dissatisfied	0
Do you feel that the Jordan staff is interested in knowing how parents feel about school?	Yes	83
	No	8
	Not Sure	9
Do you know who to call at Jordan if you have any questions?	Yes	79
	No	11
	Not Sure	10
Overall, how satisfied are you with Jordan Junior High?	Very Satisfied	28
	Satisfied	68
	Dissatisfied	4
	Very Dissatisfied	0

Forty-two percent of the students who responded to the Student Evaluation of Counselor Helpfulness said they felt involved in decisions made about school curriculum and organization, and 58% said they did not feel involved. A more complete analysis of student perceptions of their involvement in class and school decision making will be available in the fall of 1974 when results from the May 1974 administration of the Student Opinion Questionnaire have been analyzed.

Jordan Summary and Recommendations

A major goal of the third year of the Reorganized Junior High Program at Jordan Junior High continued to be changing the role of the seventh grade counselor from that of a traditional resource person to more of a team member, program coordinator, and facilitator. Seventh grade concerns continued to be funneled into the seventh grade office and the two counselors. During the first two years of the project, the counselors had assumed the responsibility for handling all student behavior situations. In 1973-74, an assistant principal was delegated some of this responsibility.

Other changes occurred during the third year of the project. Because of the school's desegregation, the seventh grade student population was increased by over one-third, with a substantial increase in the proportion of minority students. The number of teachers who met weekly with the counselors tripled.

Did the counselors function as team members and coordinator-facilitators?

During the project year, there were daily team meetings to implement the project objectives. The teams were organized more or less along departmental lines, depending upon which teachers had common preparation times, and each team met with a counselor once a week. The counselors report that at these meetings they assumed a leadership role in developing a positive team approach to students, recommending action for behavior problems, coordinating requests for student support services, and considering cooperative teaching projects.

Throughout the project year, the counselors continued to visit each team classroom at least once a week to observe students, monitor progress, and support teachers in their progress toward project goals.

The counselors held fall workshops to re-establish project objectives and to organize and implement an orientation program for seventh grade students and their parents.

Almost two-thirds of the teachers met with a counselor, and at least one other teacher, once a week to discuss the seventh grade program. In the previous year the majority of the teachers did not meet with other staff members for this purpose more than once or twice during the year.

Most counselor input was in the area of changed methods of working with individual students, and least counselor input was in the areas of changed content of seventh grade curriculum and changed instructional techniques.

Between five and six out of ten teachers said they made changes in instructional techniques and in content of seventh grade curriculum; and about four out of ten said the counselors had contributed to those changes. Between seven and nine out of ten teachers said they had made changes in classroom management, student evaluation procedures and methods of working with individual students; and six to eight out of ten said the counselors had contributed to these changes.

Recommendation one: although counselor-teacher contacts have increased in 1973-74 over previous years, both in terms of team meetings and classroom visitation reported by teachers, if the program is to be truly student-centered, it might be advisable to consider having teams organized according to which teachers share a common student population rather than grouping teams according to common preparation times arranged by department or subject matter.

Were the counselors viewed as effective staff members by the teachers?

Teacher contact with counselors in 1973-74 increased over all previous years for which data were available. About 70% or more of the 1973-74 teachers said they had five or more contacts with the counselors in the following areas: provided information about individual students, provided a resource for referral of students who needed special help, offered suggestions that helped cope with students who were not adjusting to class, observed the classroom, and participated with teachers in conferences concerning students with problems. The two areas of teacher-counselor contact least frequently cited by teachers involved developing appropriate classroom atmosphere and planning curriculum. However, 70-80% of the teachers said counselors should work in these two areas.

Most teachers--and substantially more than in previous years--who worked with the counselors in each area indicated that the counselors were helpful. On an overall rating of counselor helpfulness, 78% of the seventh grade teachers said the counselors were very helpful, and 22% said somewhat helpful. No one said the counselors were not very helpful or of no help. These results were considerably better than for previous years.

Recommendation two: the counselors and the project director should reassess the potential contribution of the counselor in working with teachers in the less traditional areas of actively participating in classroom activities and group discussions, developing appropriate classroom atmosphere, and developing curriculum to meet the particular needs of students. If evidence is found to indicate that counselor contribution in these areas is needed and welcomed by teachers, continued

efforts should be made to increase counselors' working contacts with teachers in these areas.

Were the counselors viewed as effective staff members by the students?

The counselors had more contact with students in all three years of the project than in the year prior to the project (1970-71). The frequency of visits in the counselor's office--at either the student's or the counselor's request--tended to increase slightly over the project years. However, the frequency of seeing counselors in the hallways or in the classroom, after an initial increase in the first year of the project, decreased over the project years, but remained higher than before the project (1970-71).

Overall ratings of counselor helpfulness increased consistently over the three years of the project. More than eight out of ten 1973-74 seventh graders said their counselor was helpful.

During the third year of the project there was a noteworthy drop in the percentage of students who said it was the counselor's job to discipline or suspend students, and the most frequently endorsed job for the counselor was to help students get along with other students. The majority of the students expressed favorable attitudes toward their counselor as a person and the counseling relationship. First year results showed that 1971-72 students had less favorable attitudes toward their counselor and the counseling relationship than did 1970-71 students in the year prior to the project. Second year students viewed their counselors more favorably than did first year students, but not quite as well as did students in the year prior to the project. Third year students' responses were very similar to those in the second year, but somewhat more favorable in four areas: they more often said their counselor understood them, they felt comfortable talking with the counselor about themselves, they liked talking with their counselor, and they were not afraid to go to the counselor when they were in trouble in school. These results might be explainable by the counselors' assumption of complete responsibility for disciplinary matters during the first two years of the project and their being partially relieved of these duties by an assistant principal during the third year.

Recommendation three: although students reported more frequent contact with the counselor in his office and more frequently reported going to his office on their own, counselors should continue to attempt more informal contacts with students in the classroom or hallways. Overall ratings of counselor helpfulness increased substantially, so the contacts that occurred were apparently effective.

Did parent and student involvement in the school program increase?

In the fall of 1974, the teams contacted approximately 95% of the incoming seventh graders' homes and arranged for individual or small group visits to the school. Over 80% of these parents and students visited with staff members before school started. Contact with the home continued through newsletters, PTA meetings, and many individual telephone and person-to-person contacts. Results of a parent survey conducted in the spring of 1974 showed that about nine out of ten seventh grade parents said they were satisfied or very satisfied with the way their child had been treated by the school staff and with how well their child was getting along with other children (the main job of the counselors, according to the students). About nine out of ten also said that they felt the staff was interested in knowing how parents felt about school and that they knew who to call at Jordan if they had questions. Ninety-six percent said that overall, they were satisfied or very satisfied with Jordan Junior High.

Less than half of the students indicated they felt involved in decisions made about school curriculum and organization. A more complete analysis of student perceptions of their involvement in class and school decision making will be available in the fall of 1974 when results from the May 1974 administration of the Student Opinion Questionnaire have been analyzed.

Recommendation four: efforts should be continued at maintaining parent involvement, but major emphasis should be focussed on involving students in program development. It should be noted that 63% of the students favored returning to a report card that gives letter grades and an additional 13% favored receiving a combination of letter grades and an individual, teacher written evaluation. These results should be considered in planning for next year.

Marshall-University Component

Objectives

The following objectives were listed in the project proposal for Marshall-University Junior High School:

1. During the third project year the counselor will be accepted as an effective team member as measured by administration of the Student Evaluation of Counselor Helpfulness and the Teacher Evaluation of Counselor Helpfulness.

2. By the end of the third project year there will be increased student and parent interest in program development and evaluation as measured by increased participation in workshops, meetings and planning sessions.

3. At the end of the third project year the students involved in the program will respond positively to the counselors, teachers and school as measured by an attitude questionnaire and by observed stronger working relationships among students and faculty involved.

Project Activities

Two counselors and 14 teachers were directly involved in the project at Marshall-University. There were four teams: one counselor worked with the seventh grade team and the ungraded team (a caseload of about 175 students), and the other counselor worked with the eighth grade team and the open team (a caseload of about 150 students). The two graded teams and the ungraded team each included four teachers, one each from English, mathematics, social studies, and science. The open team included two teachers, one in English and social studies and one in math and science. The teachers on a particular team had the same students,[4] and these teams of teachers met with their respective counselors four times a week at a scheduled time and place. The counselors kept logs of all team meetings.

These regularly scheduled meetings afforded the opportunity for teachers and counselors to combine efforts in attempting positive changes in students' educational experience and performance. The team assumed partial responsibility for behavioral problems, and the team functioned as a referral committee in extreme cases.

Team members and support staff also exchanged information concerning students' social and learning difficulties. Meetings with parents, resource persons, and non-core teachers (e.g., art, foreign language, home economics, industrial arts, music, and physical education) were scheduled to increase home-school communication and facilitate learning. Counselor-teacher teams averaged two parent conferences per week.

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[4] Students were only required to take two of three trimesters in the core subject areas so during any particular trimester, all the teachers would not necessarily have had all the students that the other team members did.

The counselors visited an average of 10 classrooms per week. Many of the classroom visits were aimed at student observation.

During the summer of 1973, the counselors conducted workshops which included team teachers, elective subject matter teachers, school administrators, the social worker, and the Transitional Program director. (The Transitional Program is the general name given to all four alternative programs available to junior high students at Marshall-University). These workshops were organized to develop goals, objectives, policies, and procedures for the following year, to develop curriculum with particular emphasis upon inter-disciplinary approaches and increasing options for students, and to develop human relations and orientation programs for students. In August, a pre-school workshop was held to develop the implementation procedures for the summer workshop objectives. In addition, mini-workshops were held during the year and in the summer of 1974 to develop plans for necessary changes in the 1974-75 school year. Additional funding from the Southeast Alternatives (SEA) Program contributed to workshop activities and to curriculum writing and community involvement projects.

Many changes in both staff and programs occurred during the third year of the project at Marshall-University. An experienced counselor, familiar with the program at Marshall-University, left the school, and a counselor new to Marshall-University took over his position for the third year of the project. A new assistant principal joined the staff, and the counselors involved him in the program from the very first summer 1973 planning session. The addition of a social worker made the counselors less frequently directly responsible for making referrals for students needing special help. The counselors took the responsibility for following up on referrals made.

In addition, the role of the Adjusted Learning Environment Program (ALE) changed considerably in 1973-74.[5] This is a program for assisting students who are having learning and behavioral problems and for whom the typical classroom setting has been demonstrated as inappropriate. Students participate in the ALE Program for a two hour block of time, and behavior modification techniques are employed to eliminate undesirable behavior patterns and to help the students to function more effectively in the school environment.

These behavior problem students were in regular classes for at least four hours a day in 1973-74, while they were in regular classes only two hours or less the year before. Therefore, team teachers spent more time in 1973-74 dealing with

[5] Results from ALE students and staff were not included in this report since they were not considered directly involved with the team organization.

children with behavior problems. In addition, in 1973-74 the ALE staff assumed more of the responsibility (which had been delegated to the counselors in 1972-73) for contacts for these students with the juvenile authorities and with their parents. Thus, while the teachers had more behavior problems to deal with in their classes in 1973-74, the counselors were less frequently the ones they went to for help. Teachers more frequently were able to depend on the ALE staff and the social worker, while the counselors more frequently assumed follow-up responsibilities.

Three other program changes involved the counselors this year. First, an ungraded program was implemented for grades seven and eight in the fall of 1973. Second, core subject (English, mathematics, science and social studies) requirements were changed. In 1972-73 students spent all three trimesters in each of the four core subjects, so that all the teachers on a particular team had all the same students in class each trimester. In 1973-74, students were only required to spend two trimesters in each of the core areas, so all the teachers on the team did not necessarily have all the same students that the other teachers did each trimester. Third, midway through the year, the teams were informed by the administration that sixth graders were to be included in the ungraded and open programs in the fall of 1974. There was no staff involvement in the instigation of this change, but much team time was spent in discussion about it and planning for it.

Teacher Evaluation of Counselors

At the end of the third year of the project (1973-74), 13 of the 14 team teachers completed the Teacher Evaluation of Counselor Helpfulness questionnaire. The same questionnaire was completed by the teachers at the end of the first year of the project (1971-72) and team teachers at the end of the second year (1972-73). It was also completed retrospectively by all seventh and eighth grade teachers in September 1971 for the year prior to the project (1970-71). The responses for 1970-71 are not included, since results were very similar to the 1971-72 responses of the non-team teachers.

The frequency of teacher counselor contacts reported by the 1973-74 team teachers was generally less than those reported by the team teachers in the two previous years, but more than that reported by the 1971-72 non-team teachers (Table 17). Eighty-five percent or more of the 1973-74 team teachers reported five or more contacts with the counselor in the following areas: provided information about individual students, provided a resource for referral of students who needed special help, and participated with teachers in conferences concerning students with problems. About half of the 1973-74 team teachers said they had never worked with the counselors

Table 17

Frequency That Counselors Worked with Marshall-University Teachers in Several Areas as Reported by the Teachers
(1973-74 Team Teachers, N=13; 1972-73 Team Teachers, N=13; 1971-72 Team Teachers, N=8; 1971-72 NonTeam Teachers, N=36)[a]

Area The Counselor:	Year	More Than Ten Times N	%	5-10 Times N	%	Once or Twice N	%	Never N	%
1. Provided information about individual students	1973-74 Team	11	85	1	8	1	8	0	0
	1972-73 Team	11	85	2	15	0	0	0	0
	1971-72 Team	7	88	1	13	0	0	0	0
	1971-72 NonTeam	13	36	15	42	6	17	2	6
2. Provided a resource for referral of students who needed special help	1973-74 Team	5	38	6	46	1	8	1	8
	1972-73 Team	7	54	4	31	2	15	0	0
	1971-72 Team	4	50	2	25	2	25	0	0
	1971-72 NonTeam	1	3	9	26	21	60	4	11
3. Offered suggestions that helped me cope with students who were not adjusting to class	1973-74 Team	2	15	6	46	3	23	2	15
	1972-73 Team	4	31	6	46	3	23	0	0
	1971-72 Team	3	38	3	38	2	25	0	0
	1971-72 NonTeam	1	3	10	28	19	53	6	17
4. Observed the classroom	1973-74 Team	2	17	6	50	3	25	1	8
	1972-73 Team	7	54	3	23	3	23	0	0
	1971-72 Team	3	38	3	38	2	25	0	0
	1971-72 NonTeam	0	0	4	11	9	26	22	63
5. Actively participated in classroom activities and group discussions	1973-74 Team	1	8	1	8	4	31	7	54
	1972-73 Team	0	0	3	23	5	38	5	38
	1971-72 Team	0	0	1	13	5	63	2	25
	1971-72 NonTeam	0	0	0	0	5	14	30	86
6. Participated with teachers in conferences concerning students with problems	1973-74 Team	10	77	2	15	1	8	0	0
	1972-73 Team	10	83	1	8	1	8	0	0
	1971-72 Team	8	100	0	0	0	0	0	0
	1971-72 NonTeam	4	11	4	11	20	57	7	20
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	1973-74 Team	0	0	3	23	4	31	6	46
	1972-73 Team	1	8	4	31	4	31	4	31
	1971-72 Team	3	38	5	63	0	0	0	0
	1971-72 NonTeam	1	3	2	6	6	17	27	75
8. Suggested or cooperatively planned curriculum to meet the needs of students	1973-74 Team	0	0	2	15	4	31	7	54
	1972-73 Team	0	0	4	31	7	54	2	15
	1971-72 Team	1	13	3	38	4	50	0	0
	1971-72 NonTeam	2	6	3	9	5	15	24	71

[a]Some teachers did not respond to all areas: therefore, Ns will not always equal 13, 8, and 36.

in the following areas: actively participated in classroom activities and group discussions, suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere, and suggested or cooperatively planned curriculum to meet the needs of students.

Teachers who said they worked with the counselor at least once in an area were asked to indicate whether the counselor was helpful (Table 18). All of the 1973-74 team teachers rated the counselors as helpful in the following areas: provided information about individual students, provided a resource for referral of students who needed special help, offered suggestions that helped cope with students who were not adjusting to class, participated with teachers in conferences concerning students with problems, and suggested or cooperatively planned curriculum to meet the needs of students; and all but one teacher said the counselors were helpful in suggesting or cooperatively planning activities and methods to develop appropriate classroom atmosphere. However, in all but one area, a smaller percentage of the 1973-74 teachers than the 1972-73 teachers rated the counselors as very helpful.

The teachers also were asked to indicate whether they thought teachers and counselors <u>should</u> work together in each of the eight areas (Table 19). All of the 1973-74 teachers who responded said the counselors and teachers should work together in the following areas: provide information about individual students, provide a resource for referral of students who need special help, offer suggestions that help cope with students who are not adjusting to class, and participate with teachers in conferences concerning students with problems. All but one teacher said counselors should observe the classroom. Almost half (45%) of the teachers who responded to the question said the counselors should not suggest or cooperatively plan activities and methods to develop appropriate classroom atmosphere, about one-third said they should not suggest or cooperatively plan curriculum, and one-fourth said they should not actively participate in classroom activities and group discussions.

On an overall rating of counselor helpfulness, all of the team teachers said the counselors were helpful (23% said they were very helpful, and 77% said they were somewhat helpful), but a smaller percentage of the 1973-74 teachers than the previous years' teachers said they were very helpful (Table 20).

Table 18

Helpfulness of Counselors in Several Areas as Reported by Marshall-University Teachers Who Worked with the Counselor at Least Once in That Area
(1973-74 Team Teachers, N=13; 1972-73 Team Teachers, N=13; 1971-72 Team Teachers, N=8; 1971-72 NonTeam Teachers, N=36)[a]

Area The Counselor:	Year	Number of Teachers Who Worked With Counselor N	%	Very Helpful N	%	Somewhat Helpful N	%	No Help N	%
1. Provided information about individual students	1973-74 Team	13	100	8	62	5	38	0	0
	1972-73 Team	13	100	10	77	3	23	0	0
	1971-72 Team	8	100	7	88	1	13	0	0
	1971-72 NonTeam	34	94	21	62	11	32	2	6
2. Provided a resource for referral of students who needed special help	1973-74 Team	12	92	5	42	7	58	0	0
	1972-73 Team	13	100	8	62	5	38	0	0
	1971-72 Team	8	100	5	63	3	38	0	0
	1971-72 NonTeam	31	89	13	45	14	48	2	7
3. Offered suggestions that helped me cope with students who were not adjusting to class	1973-74 Team	11	85	3	27	8	73	0	0
	1972-73 Team	13	100	7	54	6	46	0	0
	1971-72 Team	8	100	2	25	6	75	0	0
	1971-72 NonTeam	30	83	11	37	16	53	3	10
4. Observed the classroom	1973-74 Team	11	82	1	9	4	36	6	55
	1972-73 Team	10	100	2	20	7	70	1	10
	1971-72 Team	8	100	1	13	3	38	4	50
	1971-72 NonTeam	13	37	2	15	10	77	1	8
5. Actively participated in classroom activities and group discussions	1973-74 Team	6	46	1	17	3	50	2	33
	1972-73 Team	8	61	1	13	6	75	1	13
	1971-72 Team	6	75	2	33	4	67	0	0
	1971-72 NonTeam	5	14	1	20	4	80	0	0
6. Participated with teachers in conferences concerning students with problems	1973-74 Team	13	100	8	62	5	38	0	0
	1972-73 Team	12	100	11	92	1	8	0	0
	1971-72 Team	8	100	7	88	1	13	0	0
	1971-72 NonTeam	28	80	13	48	11	41	3	11
7. Suggested or cooperatively planned activities and methods to develop appropriate classroom atmosphere	1973-74 Team	7	54	0	0	6	86	1	14
	1972-73 Team	9	70	2	22	7	78	0	0
	1971-72 Team	8	100	3	38	5	63	0	0
	1971-72 NonTeam	9	25	3	33	5	56	1	11
8. Suggested or cooperatively planned curriculum to meet the needs of students	1973-74 Team	6	46	0	0	6	100	0	0
	1972-73 Team	11	85	6	55	4	36	1	9
	1971-72 Team	8	100	3	38	3	38	2	25
	1971-72 NonTeam	10	29	6	60	4	40	0	0

[a] In a few cases, teachers did not rate degree of help; helpfulness percentages were calculated on the basis of the number of teachers who rated helpfulness.

Table 19

1973-74, 1972-73 and 1971-72 Opinions of Marshall-University Teachers as to Whether Counselors and Teachers Should Work Together in Several Areas
(1973-74 Team Teachers, N=13; 1972-73 Team Teachers, N=13; 1971-72 Team Teachers, N=8; 1971-72 NonTeam Teachers, N=36)

Area The Counselor Should:	Year	Yes		No		No Answer
		N	%	N	%	N
1. Provide information about individual students	1973-74 Team	13	100	0	0	0
	1972-73 Team	13	100	0	0	0
	1971-72 Team	7	100	0	0	1
	1971-72 NonTeam	33	97	1	3	2
2. Provide a resource for referral of students who need special help	1973-74 Team	13	100	0	0	0
	1972-73	13	100	0	0	0
	1971-72 Team	7	100	0	0	1
	1971-72 Non-Team	29	97	1	3	6
3. Offer suggestions that help me cope with students who are not adjusting to class	1973-74 Team	12	100	0	0	1
	1972-73 Team	13	100	0	0	0
	1971-72 Team	7	100	0	0	1
	1971-72 NonTeam	32	97	1	3	3
4. Observe the classroom	1973-74 Team	12	92	1	8	0
	1972-73 Team	10	91	1	9	2
	1971-72 Team	6	86	1	14	1
	1971-72 NonTeam	25	83	5	17	6
5. Actively participate in classroom activities and group discussions	1973-74 Team	9	75	3	25	1
	1972-73 Team	8	73	3	27	2
	1971-72 Team	4	57	3	43	1
	1971-72 NonTeam	14	56	11	44	11
6. Participate with teachers in conferences concerning students with problems	1973-74 Team	13	100	0	0	0
	1972-73 Team	13	100	0	0	0
	1971-72 Team	7	100	0	0	1
	1971-72 NonTeam	30	97	1	3	5
7. Suggest or cooperatively plan activities and methods to develop appropriate classroom atmosphere	1973-74 Team	6	55	5	45	2
	1972-73 Team	9	75	3	25	1
	1971-72 Team	6	86	1	14	1
	1971-72 NonTeam	12	50	12	50	12
8. Suggest or cooperatively plan curriculum to meet the needs of students	1973-74 Team	7	64	4	36	2
	1972-73 Team	7	78	2	22	4
	1971-72 Team	6	86	1	14	1
	1971-72 NonTeam	15	60	10	40	11

Table 20

Marshall-University Seventh and Eighth Grade Teacher Ratings of Overall Counselor Helpfulness

	NonTeam 1971-72 N=36 Percent	Team 1971-72 N=8 Percent	Team 1972-73 N=13 Percent	Team 1973-74 N=13 Percent
Very helpful	56%	75%	92%	23%
Somewhat helpful	28	25	8	77
Not very helpful	17	0	0	0
Of no help	0	0	0	0

All or all but one of the 1973-74 team teachers said that being organized as a team had a positive effect in several areas: awareness of individual students and their problems, methods for dealing with individual students, support from and among staff members, working relationships among staff members, and relationships with administration. Fewer of the 1973-74 teachers than the 1972-73 teachers said the team organization had a positive effect on student-staff relationships. The percentage of teachers who said the team organization had a positive effect on relationships with administration increased substantially from 45% in 1972-73 to 92% in 1973-74 (Table 21).

Table 21

1972-73 and 1973-74 Marshall-University Team Teachers' Ratings as to Whether Team Organization Had a Positive Effect on Several Areas

	Yes				No				No Answer	
	N	%	N	%	N	%	N	%	N	
	1972-73		1973-74		1972-73		1973-74		1972-73	1973-74
Awareness of individual students and their problems	12	92	12	92	1	8	1	8	0	0
Methods for dealing with individual students	13	100	12	92	0	0	1	8	0	0
Support from and among staff members	13	100	12	92	0	0	1	8	0	0
Working relationships among staff members	13	100	13	100	0	0	0	0	0	0
Staff-student relationships	13	100	9	69	0	0	4	31	0	0
Relationships with administration	5	45	12	92	6	55	1	8	2	0
Awareness of classroom management techniques	8	62	8	62	5	38	5	38	0	0
Contacts with parents	12	92	11	85	1	8	2	15	0	0
Staff planning	12	92	10	77	1	8	3	23	0	0
Student attitudes toward school	8	80	7	77	2	20	4	23	3	2

Nine of the 13 1973-74 team teachers responded to an open-ended request for their perceptions of the strengths of the team organization, and seven responded to a request for suggestions for improving the team organization. Their responses are listed below.

Strengths:

- Awareness of individual students and their problems, methods for dealing with individual students, support from and among staff members, working relationships among staff members, staff-student relationships, relationships with administration, awareness of classroom management techniques, contacts with parents, staff planning, student attitudes toward school
- Various professionals working to solve problems as teams of MD's do for medical problems Super! Superb!
- Staff support for each other - meeting with parents
- Working together cooperatively - divides the work - increases the number of ideas - divides the responsibility - teacher interaction allows for increased positive attitude toward job
- Organized curriculum - better handle student problems - better handle students as a whole
- Teachers have a chance to discuss students, their attitudes, problems etc.
- Morale booster - opportunity to exchange ideas - can set up parent conferences during team time
- The opportunity for teachers to exchange information about students on a regular basis - the opportunity to develop team strategies to deal with student problems
- Areas as listed on previous page -all of these areas are strengths of team organization (note: refers to areas in Table 21)

Suggested Improvements:

- Given the members of the team and the organization and morale of the school, none - ideally 1. consideration of simulation of curriculum goals. 2. study of cognitive and affection capacities of 8th grade students - O-what underlies their performance, good and bad?
- Add people from non-core areas!
- Meeting 3 times a week - two times a week for direct teacher calls to parents or conferences
- Meetings on demand - no designated team facilitators
- Greater degree of commonality of students - too often only 1 or 2 of us had a given student to a particular time
- Need for a schedule that allows the team teachers to work with the same students (i.e. block scheduling for 3 quarters). The team could not develop any common curricular plans
- Blocked time (so we can have more flexibility) involve non-core teachers at times

Administrative and Resource Personnel and Non-team Teachers' Evaluation of Counselors' Effectiveness

In May of 1974, 25 of the 27 administrative and resource personnel and non-team teachers completed a questionnaire which asked them to indicate the program's effect (favorable, no effect, or unfavorable) on students, staff, and parents for a variety of areas (Table 22).

Most of the respondents said the program had a favorable effect on students in the following areas: student-staff relationships (79%), exposure to innovative subject matter (77%), opportunity for individual recognition by staff (67%), number of discipline problems (61%), making responsible choices of electives (61%), awareness of interdisciplinary continuity (58%), concern for other students (56%), and school spirit (54%).

Most of the respondents said the program had a favorable effect on staff in the following areas: staff morale (70%), team self-directedness (67%), intra-departmental specialization (55%), and inter-departmental cooperation (52%).

Almost three-fourths of the respondents said the program had a favorable effect on parents' involvement in planning students' programs, and 70% said the effect was favorable in terms of parents' general attitude toward Marshall-University. About three-fourths said the program had no effect on parents' involvement in school functions, and one-fourth noted a positive effect. It is difficult to separate the effects of this program from the effects of all the other Southeast Alternatives programs on parent involvement at Marshall-University, however.

All but one respondent favored continuing the counselors' role as it existed in 1973-74. Three people favored continuing the program with modifications which involved more frequently including non-team staff in the teams' activities.

Student Perceptions of the Counselors

About three-fourths of the students at Marshall-University Junior High completed a questionnaire in May of 1974 that measured kinds of contacts they had with their counselor and their perceptions of the counselor as a person. The same questionnaire had been given to the 1972-73 team students, to the 1971-72 team and non-team students, and to the 1970-71 seventh graders the year before the project.

Student contact with counselors. The 1973-74 team students reported less frequent

Table 22

Perceptions of Administrative and Resource Personnel Concerning
The Effects of the Program on Students, Staff and Parents
N=25

	Effect of Program		
Students	Favorable	No Effect	Unfavorable
School Spirit	54%	46%	0%
Number of discipline problems	61	26	13
Awareness of interdisciplinary continuity	58	33	8
Exposure to innovative subject matter	77	23	0
More flexible use of time	48	43	9
Concern for other students	56	40	4
Opportunity for individual recognition by staff	67	33	0
Student staff relationships	79	21	0
Making responsible choices of electives	61	30	9
Staff			
Team self-directedness	67	24	9
Staff morale	70	30	0
Inter-departmental cooperation	52	38	10
Intra-departmental specialization	55	41	5
Parents			
General attitude toward this school	70	30	0
Involvement in planning students' programs	73	27	0
Involvement in school functions (attending meetings, volunteering, etc.)	24	76	0

	Yes	No	Yes, but with Modifications
Do you favor continuing the counselor role as it existed this year?	83%	4%	13%

talks with their counselor in his office than did the students from previous years (Table 23). Twenty-seven percent of the 1973-74 students said they had never talked with the counselor in his office this year. The percentage of 1973-74 students who said they went to the counselors' office on their own without being asked to do so (64%) was lower than in 1972-73 but higher than in previous years. Similarly, the percentage of 1973-74 students who said they frequently saw their counselor in the hallways (71%) was lower than in 1972-73 but higher than in previous years. However, twenty-one percent of 1973-74 students, more than in any previous year, said their counselor visited their classroom almost every day.

Student perceptions of the counselor as a person. Nineteen items on the student questionnaire measured the students' perceptions of the counseling relationship and the counselor as a person (Table 24). The items were placed in six categories based on judgment of similar content: understanding, interest-concern, liking, control-manipulation, congruence, and approach.

Over 80% of the students felt their counselor was friendly toward them, liked them, tried to understand them, gave them a chance to explain their side of things, and was honest with them. More than eight out of ten students said they were not afraid to go to the counselor when they were in trouble in school and would go to the counselor on their own if they needed help. These responses, although positive, were slightly less favorable than the results from 1972-73.[6]

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[6] In order to try to find some explanation for the occurrence of less favorable responses in 1973-74 than in 1972-73, results were analyzed by team. It was found that the students in the ungraded team were consistently less favorable in all their ratings. The ungraded program was new this year. Students' write-in comments contributed one possible explanation for these less favorable results. About 13% of the students in the seventh grade, the eighth grade, and the open teams wrote comments on their questionnaires. Most of these comments were constructive, such as "get rid of pass/no pass" "give letter grades," "expand guide group," or "take more trips." On the other hand, over 20% of the students from the ungraded program wrote in comments, and 70% of their comments were criticisms of the ungraded program, such as "the ungraded eighth graders are behind the graded eighth and next year we'll be dumber," "they are too easy on you, some kids aren't disciplined enough at this age to make themselves work," "teachers don't make us work so most of the 'un' students are behind the graded class," "I'm worried about being behind the other kids who took graded eighth," "I can't make myself work, there's no pressure to do work, and I'm sure that in ninth grade we will be behind because I don't think I learned anything this year," or "if they pushed me a little more I could be tons more ahead." Only in rare exceptions were students allowed to transfer out of their chosen program (graded, ungraded, or open) in the middle of the school year. Students desiring to transfer out of the ungraded program and told by this counselor they could not, might be less likely to say that their counselor was interested in knowing how they look at things, or they might be more likely to say that their counselor likes to tell people what to do rather than letting them decide for themselves.

Table 23

Amount of Contact Marshall-University Seventh and Eighth Grade Students Had With Their Counselor in 1970-71, 1971-72, 1972-73, and 1973-74

Question	Response	1970-71 Grade 7 N=138	1971-72 Team N=149	1971-72 Non-Team N=123	1972-73 Team N=216	1973-74 Team N=249
How often have talked with your counselor in his office this year?	Never	8%	17%	14%	11%	27%
	One time	25	26	16	19	18
	2-5 times	49	39	52	49	41
	More than 5 times	18	19	19	21	14
Did you ever go to the counselor's office on your own...that is, when you were not sent or asked to come to his office?	Yes	59	64	59	70	64
	No	41	36	41	30	36
How often have you seen your counselor in the school hallways this year?	Almost every day	58	63	62	82	71
	About once a week	31	27	31	16	20
	About once a month	5	7	4	1	3
	Once or twice a year	5	2	3	0	5
	Never	1	2	0	0	1
How often has your counselor visited your classroom this year?	Almost every day	9	1	2	14	21
	About once a week	36	24	38	52	38
	About once a month	33	53	45	24	24
	Once or twice a year	21	19	14	10	13
	Never	1	3	1	0	4

Table 24

Marshall-University Seventh and Eighth Grade Students' Perceptions of Their Counselor in 1970-71, 1971-72, 1972-73, and 1973-74

	Response[a]	1970-71 Grade 7 N=138	1971-72 Team N=149	1971-72 NonTeam N=123	1972-73 Team N=216	1973-74 Team N=249
Understanding						
He tries to see things the way I do and to understand how I feel	SA	37%	17%	14%	23%	25%
	A	56	74	72	67	58
	D	7	8	11	8	10
	SD	0	1	4	3	7
He understands me	SA	20	9	10	9	14
	A	64	63	64	68	61
	D	13	25	20	18	17
	SD	3	3	6	6	7
Interest-Concern						
He is interested in knowing how I look at things	SA	21	11	7	19	20
	A	63	78	67	67	54
	D	11	6	19	13	21
	SD	5	4	7	2	6
He hurries me through when I talk with him	SA	5	0	6	3	4
	A	13	19	14	13	16
	D	56	64	62	62	53
	SD	25	16	19	23	26
I often feel that he has more important things to do when I am talking to him	SA	10	3	8	7	10
	A	26	25	26	26	26
	D	39	59	53	53	47
	SD	24	12	13	14	16
Liking						
He doesn't seem to like me very much	SA	2	3	4	2	3
	A	6	6	11	8	13
	D	52	69	61	63	52
	SD	38	23	24	27	32
I feel comfortable talking with the counselor about myself	SA	26	11	5	11	12
	A	37	51	49	52	41
	D	26	31	33	29	35
	SD	10	7	13	8	12
He is friendly toward me	SA	32	22	21	26	31
	A	56	73	69	69	58
	D	9	4	8	4	7
	SD	2	1	2	1	4
I like talking with my counselor	SA	25	14	12	21	21
	A	58	57	54	62	47
	D	14	24	26	13	24
	SD	3	6	8	4	7

[a]SA-Strongly Agree, A-Agree, D=Disagree, SD=Strongly Disagree

Table 24 (continued)

	Response	1970-71 Grade 7 N=138	1971-72 Team N=149	1971-72 NonTeam N=123	1972-73 Team N=216	1973-74 Team N=249
Control-Manipulation						
He likes to tell people what to do	SA	5%	2%	2%	2%	10%
	A	18	20	21	20	29
	D	55	60	62	61	50
	SD	22	18	15	17	11
He tells his opinions more than I want to know them	SA	2	3	4	3	7
	A	18	16	20	14	22
	D	58	69	63	68	53
	SD	21	13	13	15	18
He always gives me a chance to explain my side of things	SA	38	21	26	30	25
	A	56	72	60	63	58
	D	6	5	9	6	13
	SD	1	1	5	1	3
He usually tells me what I should do rather than letting me decide for myself	SA	6	4	4	2	11
	A	22	14	17	21	21
	D	48	67	64	58	48
	SD	24	14	16	19	20
He tries to get me me to be responsible for what I do	SA	18	12	6	16	13
	A	49	80	63	56	54
	D	24	8	25	23	26
	SD	9	0	7	5	7
Congruence						
It is hard for me to know what he is like as a person	SA	8	1	11	4	11
	A	25	41	35	30	30
	D	48	45	47	58	44
	SD	19	13	7	8	15
I feel that he is honest with me; he says what he <u>really</u> thinks or feels	SA	31	17	21	26	27
	A	56	70	60	60	55
	D	11	12	16	10	12
	SD	2	0	3	4	7
Approach						
I am afraid to go to the counselor when I am in trouble in school	SA	8	4	2	1	1
	A	18	12	11	14	17
	D	45	58	62	54	48
	SD	29	27	26	31	33
I would go to the counselor on my own if I needed help	SA	34	26	26	33	35
	A	53	61	60	55	51
	D	9	10	10	9	9
	SD	3	4	4	3	5
Being called to the counselor probably means I have done something wrong	SA	5	7	5	1	9
	A	15	20	23	15	25
	D	55	55	52	57	49
	SD	23	18	21	26	17

Overall student rating of counselor helpfulness. About eight out of ten 1973-74 students rated their counselor as very helpful (40%) or helpful (39%)-(Table 25). Sixteen percent said they didn't know, and 5% said he was of no help. These results are similar to 1971-72 team results, but lower than those for 1972-73.

Table 25

Overall Rating of Counselor Helpfulness by Marshall-University Seventh and Eighth Grade Students in 1970-71, 1971-72, 1972-73, and 1973-74

	1970-71 Grade 7 N=138	1971-72 Team N=149	1971-72 NonTeam N=123	1972-73 Team N=216	1973-74 Team N=249
Very helpful	60%	40%	52%	52%	40%
Sometimes helpful	25	36	27	36	39
Of no help	1	1	1	1	5
I don't know	15	19	20	11	16

Team student reactions to the project. Students were asked whether they thought the team of teachers and a counselor was better for students than not having teachers and counselors working as a team. Almost one fourth said they didn't know. About half (49%) said that the team was better for students, 12% said it was worse, and 15% said it didn't make any difference (Table 26).

Half of the students said they would like to have their teachers work together as a team next year, 16% said they wouldn't, and 34% said it made no difference.

Table 26

Team Students' Opinions of the Team Organization

Question	Response	1971-72 Team N=149	1972-73 Team N=216	1973-74 Team N=249
Did you think the team teachers and a counselor is better for students than not having teachers and counselors work as a team?	Yes, better for students	59%	57%	49%
	No, worse for students	13	6	12
	Makes no difference	15	16	15
	I don't know	13	21	24
Would you like to have your teachers work together as a team next year?	Yes	68%	57%	50%
	No	12	11	16
	Makes no difference	20	32	34

Student Attitudes Toward School and Teachers.

The seventh grade students were given the Student Opinion Questionnaire in May 1974 as part of a citywide assessment of seventh graders' attitudes toward various aspects of school. Results from this questionnaire will be available in the fall of 1974.

The eighth grade team students were given several items from the Student Opinion Questionnaire in May 1974. Table 27 shows the percentage of eighth grade students who either strongly agreed or agreed with each statement for each of the last four years. The attitudes of the 1973-74 eighth graders were about as favorable or more favorable than the attitudes of last year's eighth graders. A substantially greater percentage of the 1973-74 than the 1972-73 eighth graders said they thought school was fun, they liked most of their teachers, they thought their teachers understood them, and they thought their teachers really knew how to teach. In addition, fewer of the 1973-74 eighth graders said they didn't like schoolwork. However, more of them said they were never involved in making decisions about their school or class.

A more complete analysis of student attitudes will be made when the seventh grade and citywide results become available.

Parent and Student Involvement

Most parent involvement came through individual parent contact with team staff members. The social worker, teachers and counselors contacted parents frequently. Counselor-teachers teams averaged about two parent contacts per week. Counselors reported there was considerable parent participation in workshops, meetings, and planning sessions, particularly for the open school program.

Table 27

Marshall-University Eighth Grade Students' Attitudes Toward Various Aspects of School

Item	1970-71 Grade 8 N=132	1971-72 Grade 8 Team N=77	1971-72 Grade 8 NonTeam N=76	1972-73 Grade 8 Team N=130	1973-74 Grade 8 Team N=135
I like school	71%	82%	66%	67%	65%
I think school is fun	62	70	64	53	63
I don't like schoolwork	41	43	41	40	33
I like most of my teachers	80	85	76	81	86
I think my teachers understand me	53	75	70	55	65
I find my teachers to exciting	48	64	57	52	55
Most of my teachers seem to like me	72	95	80	80	80
My teachers really know how to teach	55	70	69	60	74
My teachers are willing to listen to suggestions from students	a	a	a	76	77
I am never involved in making decisions about my school or class	30	23	33	30	39

[a]This question was not asked in years prior to 1972-73.

The Southeast Alternatives Evaluation staff mailed out questionnaires to parents in March 1974. About 40% of the parents returned completed questionnaires. Returns were received from sixty-one parents of Marshall-University junior high students. Most of these junior high parents said they were either satisfied (48%) or uncertain (33%) about the amount of parent involvement in planning and decision-making at Marshall-University (Table 28). Nineteen percent were dissatisfied. Parents said they felt least informed about the courses and new programs available to their children and most informed about their child's progress (Table 29). Nine out of ten parents said that when problems or questions came up, they felt welcome and free to talk to the principal or teachers at Marshall-University (Table 30).

Table 28

Parent Satisfaction With Amount of Parent Involvement
In Planning and Decision-Making
N=61

	Percent
Very Satisfied	3%
Satisfied	45
Dissatisfied	12
Very Dissatisfied	7
Uncertain	33

Table 29

Parents' Perceived Level of Information About
Various Aspects of Marshall-Univeristy

	Well Informed	Fairly Well Informed	Poorly Informed	Uncertain
A. The courses and new programs available to your students	40%	40%	17%	3%
B. The courses your son or daughter is taking at M-U	45	38	13	3
C. Your child(ren)'s progress at M-U	58	31	8	3

Table 30

Percent of Parents Agreeing That They Felt Welcome and Free to Talk to the Principal or Teachers at Marshall-University

	Percent
Strongly agree	39%
Agree	51
Neutral	5
Disagree	3
Strongly Disagree	2
Don't Know	0

During the last two weeks of March 1974 a random sample of 40 parents consisting of a proportionate number of parents of children from each of the four teams was selected for interview by the SEA Internal Evaluation Team. Ninety-two percent of these parents said they felt the school provided them with enough information to help make the best program choice for their child. Most of the parents heard about the junior high program in the fall of 1973 by means of information brought home by their children (57%), by means of material requested from school (23%), or by mail (25%). The report concluded, "The information function is being served well by the transitional program personnel. Parents were generally aware of the options available, could identify and describe the programs, and felt well-informed."[7]

Most of the students did not generally feel involved in school program development. Seventy-two percent of the students said they did not feel involved in any decisions made about school curriculum and organization during the year, and 28% said they did. A larger percentage of the open school students (43%) than the graded or ungraded students said they felt involved in decision-making. Thirty-nine percent of the eighth graders who responded to the Student Opinion Questionnaire said they were never involved in making decisions about their school or class. The picture of student involvement in decision making will become clearer when the seventh grade Student Opinion Ouestionnaire results become available.

[7] Gaslin, William L. Study of Choice Making in the MUHS Transitional Program: A Formative Evaluation Report of the SEA Internal Evaluation Team. April 25, 1974. Minneapolis Public Schools, Minneapolis.

Marshall-University Summary and Recommendations

The Reorganized Junior High Program at Marshall-University had four teacher-counselor teams: one counselor worked with the seventh grade team and the ungraded team (a case load of about 175 students), and the other counselor worked with the eighth grade team and the open team (a case load of about 150 students). The teachers on a particular team had mostly the same students,[8] and these teams of teachers met with their respective counselors four times a week at a scheduled time and place. The teams used this meeting time to discuss individual students, to share techniques, to discuss instructional methods, and to plan future activities.

The counselors also visited an average of 10 classrooms per week, and teacher-counselor teams averaged two parent conferences per week.

The counselors conducted workshops during the summer of 1973 for the staff to plan for the following year, and mini-workshops were held during the 1973-74 school year and in the summer of 1974 to develop plans for necessary changes during the 1974-75 school year.

Many changes in staff and programs occurred at Marshall-University this year. Staff changes included a new counselor, a new assistant principal, and the addition of a social worker. Program changes included the expanded role of the ALE Program, a new ungraded program for seventh and eighth graders, a change from three to two required trimesters in the core subject areas, and the announcement that sixth graders were to be included in the junior high program in the fall of 1974.

All, or all but one, of the team teachers felt the team organization had a positive effect in several areas: awareness of individual students and their problems, methods for dealing with individual students, support from and among staff members, working relationships among staff members, and relationships with administration. More of the 1973-74 teachers than the 1972-73 teachers said the team organization had a positive effect on relationships with administration. Fewer of the 1973-74 than the 1972-73 teachers said the team organization had a positive effect on student-staff relationships and staff planning. Three factors which could have contributed to these decreases were that the counselors were not permitted to allow students to transfer between programs during the year; that the counselors, as team leaders, were given little to say about the influx of sixth graders into the program in Fall 1974, and all the team members did not necessarily have all the same students each trimester as they did in 1972-73.

[8]Over the three trimesters all team teachers had all the same students, but not necessarily during any one trimester. Students were allowed to substitute an elective for one trimester in each core subject area.

In 1973-74 four of the 13 teachers, compared with 12 of the 13 in the previous year, said they made changes in instructional materials, subject matter organization, or instructional methods as a result of the team organization.

Recommendation one: continue the student-centered team organization with a common meeting time during the school day for the teachers. Efforts should be made to restore the level of teacher involvement which resulted from the block scheduling practiced during 1972-73 where all teachers on a particular team had all the same students each trimester.

Recommendation two: if the ALE students are to continue to spend as much time in the team classrooms as they did in 1973-74, efforts should be made to increase the ALE staff's participation in team activities.

Did the teachers view the counselor as an effective team member?

The frequency of teacher-counselor contacts reported by the 1973-74 team teachers was generally less than that reported by the team teachers in the two previous years, but more than that reported by the 1971-72 non-team teachers. Most frequent contacts (five or more contacts noted by 85% or more of the teachers) were in providing information about individual students, participating with teachers in conferences concerning students with problems, and providing information about individual students. Over 60% of the teachers had five or more contacts with the counselors in the areas of observing the classroom and offering suggestions that helped cope with students that were not adjusting to class. Teachers less frequently reported contacts in developing appropriate classroom atmosphere, actively participating in classroom activities and group discussions, and planning curriculum. Over 40% of the teachers said counselors and teachers should not work together in developing appropriate classroom atmosphere, actively participating in classroom activities and group discussions, and curriculum planning.

Recommendation three: the counselors and the project director should reassess the potential contribution of the counselor in the less traditional areas of active classroom participation, developing appropriate classroom atmosphere, and curriculum planning. If evidence is found to indicate that counselor input is needed and welcomed by teachers in these areas, continued effort should be made to increase working contacts between counselors and teachers.

On an overall rating of counselor helpfulness, all of the team teachers said the counselors were helpful, but a smaller percentage of the 1973-74 teachers than the previous years' teachers said they were very helpful.

All but one of the administrative and resource personnel and non-team teachers favored continuing the counselors' role as it existed, but three people suggested non-team staff be included more in team activities.

Recommendation four: efforts should be made to determine why reported frequency of teacher contacts and teachers' helpfulness ratings decreased in 1973-74. Feedback on this from teachers could be obtained at the continuing, summer 1974 workshops.

Did the students view the counselor as an effective staff member?

Counselor contacts with students were down this year. Over one-fourth of the students said they had never talked with the counselor in his office this year. This may indicate that many of the problems that ultimately must be officially and formally discussed over a desk are being headed off and dealt with through classroom involvement and teacher contacts before official visits become necessary. Students did report more frequent classroom visits by the counselor this year. Another explanation for the decrease in contacts with students in the office might be that a shortage of space necessitated that the two counselors shared the same office, and the lack of privacy may have discouraged some students' coming to the office.

About eight out ten students rated their counselor as helpful or very helpful. These results are similar to the 1971-72 team results, but lower than the 1972-73 results. Over 80% of the team students said their counselor was friendly toward them, liked them, tried to understand them, gave them a chance to explain their side of things, and was honest with them. More than eight out of ten said they were not afraid to go to the counselor when they were in trouble and would go to the counselor on their own if they needed help. These responses, although positive, were generally less favorable than the results from 1972-73. The unfavorable comments from students about the new ungraded program, and the inability of the counselors to allow program changes should be considered when assessing students' evaluation of the counselors.

Recommendation five: the counselors should continue their efforts to be accessible to students outside their offices--in the hallways and classrooms.

Recommendation six: the possibility of allowing greater flexibility in program changes should be investigated.

Did parent and student participation in the program increase?

Teachers and counselors contacted parents frequently, and about two parent conferences were held each week at the school. There was considerable parent participation in workshops, meetings, and planning sessions, particularly in the open school program, according to counselors' reports. Parent questionnaire results indicated that parents were generally aware of the options available, could identify and describe the programs, and felt well-informed. The general conclusion from the parent survey was that the information function was being well served by the transitional program personnel.

Almost three-fourths of the students said they did not feel involved in any decisions made about school curriculum and organization during the year. Open school students felt more involved than did the students in the other programs. Indications of involvement in decisions about school curruculum and organization were used to infer involvement in program development.

Recommendation seven: continued efforts should be made to involve the students in program development.

Did the students have a positive attitude toward school and their teachers?

About half of the 1973-74 team students said the team concept was better for students, about one-fourth didn't know, 15% said it made no difference, and 12% said it was worse than not having teachers and counselors work as a team. Half said they would like to have their teachers and counselor working together as a team next year, 16% said they would not, and about one-third said it made no difference.

The attitudes of the 1973-74 eighth graders were as favorable or more favorable than the attitudes of the previous years' eighth graders. A greater percentage of the 1973-74 than the 1972-73 eighth graders said they thought school was fun, they liked most of their teachers, they thought their teachers understood them, and they thought their teachers really knew how to teach. In addition, fewer of the 1973-74 eighth graders said they didn't like schoolwork.

Recommendation eight: continued efforts should be made to develop and use student feedback systems to identify sources of positive and negative student attitudes. One question along this line was included in the survey about counselor helpfulness conducted for this report. It was found that 42% of the students would prefer a report card that gives letter grades, and another 28% would prefer a combination of letter grades and an individual, teacher written evaluation. The counselors should follow up on these opinions.